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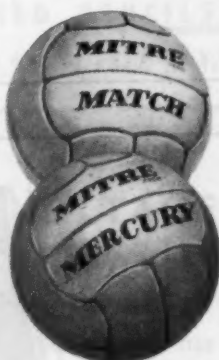
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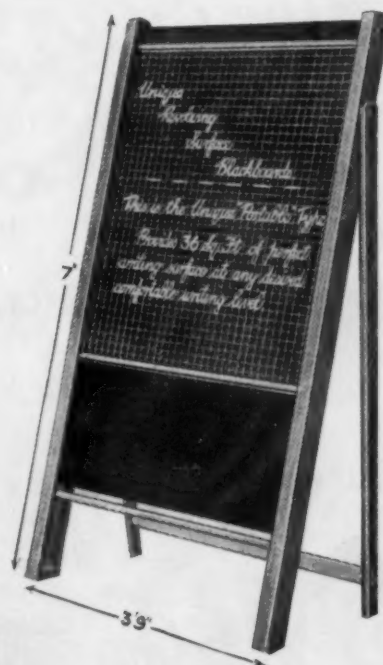
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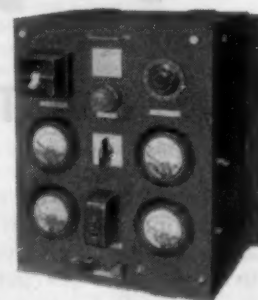
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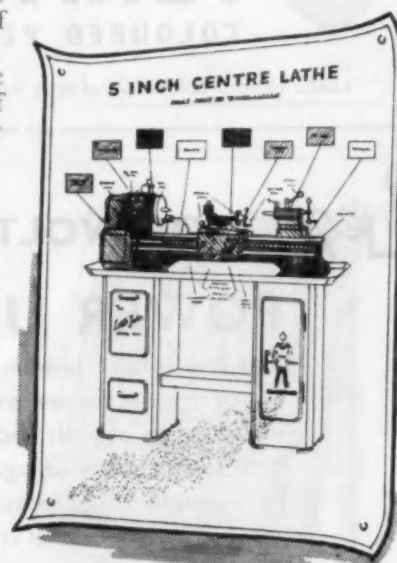




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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

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NOVEMBER, 1955

Native Education in South Africa

By C. W. HILL
(*The Wulfrun College of Further Education*).

A great deal of criticism has been directed against the South African government's legislation which in 1953 laid the foundations of a new system of education for the Bantu, or native, peoples. Some of this criticism, especially in the lay Press, has tended to be ill-informed and emotional and it may therefore be of interest, now that the Bantu Education Act has been in force for two years, to examine the principles upon which it is based and the lines along which it is likely to develop.

Two concepts of education have to be considered before the South African government's attitude towards native education can be fully appreciated. The first propounds the view that the individual ability and aptitudes of the child should be the sole criterion in providing educational facilities for him. In an integrated society such as we have in Great Britain this view would appear to be the more equitable and productive. The second concept is that the education of a child should be closely related to the community to which he belongs, that his education should be governed by his environment and therefore by the opportunities and demands which await him on completion of his training. It is upon this, an admittedly narrower concept, that the South African government bases its view of Bantu educational requirements, for it feels that to educate native children to the limits of their ability and aptitudes, regardless of the lack of opportunity for their subsequent employment, would be socially undesirable and economically wasteful in present conditions.

As in so many other African countries, it was the Churches which were the pioneers of education in South Africa. The first Dutch Reformed Church School for non-Europeans was established as long ago as 1665 and until 1850 the Churches bore the whole burden of financing and operating the schools. Then, gradually, a scheme of provincial subsidies was introduced and these continued after the establishment of the Union in 1910. Faced with rising costs, the Transvaal authority proposed, in 1921, to off-set its expenditure on native education by imposing a direct tax on the Bantu but the Union government intervened and undertook to re-imburse the provinces for their outlay, which at that time was assessed at £340,000 per annum, by imposing a general development tax of £1 per capita on all Bantu men. This tax, still at the same rate, now yields a little under £2 millions, but expenditure on native education has risen to over £8 millions, representing an annual per capita outlay on education of 15s. 9d., a small enough figure by British standards but comparable to 2s. 10d. in a South American country and 2s. 4d. and 5s. 1d. in two other African territories.

In 1945 these arrangements were revised and funds were provided from consolidated revenue, being no longer

dependent upon Bantu taxation. The legacy of the system was, however, haphazard and unsatisfactory. The Union government was now providing money for teachers' salaries, pension schemes and cost-of-living allowances, rental of school buildings, books and school meals, with little control over the manner in which that money was spent. The four provincial authorities, the Cape, Natal, Transvaal and the Free State, each evolving its own policy, formed barriers as much as channels between the central government and the Church-controlled schools. The provincial boundaries had, moreover, been fixed by political considerations, regardless of ethnic divisions, so that their respective areas of responsibility bore little relation to the race and language of the native children whom they were to educate. The 1953 Act had therefore as one of its main purposes the centralization of the administrative control of native education.

In pursuance of its policy of fitting the native child for the work he is to do in the community to which he belongs, the government has vested the general direction of Bantu education in the Department of Native Affairs. This department has been for many years responsible for general native development and it now intends to integrate education into its plans for the social and economic progress of the Bantu. It hopes to allow local control of all Bantu schools to be exercised eventually by the people themselves so that the schools may be intimately associated with the communities they serve.

The removal of schools from the control of the Churches has been one of the most widely criticized aspects of the 1953 Act, which provides that Churches wishing to retain temporary control may continue to receive a subsidy, decreasing from 100 per cent. of all expenditure to 75 per cent. and so on, until Church control is relinquished. As far as Church teaching is concerned, the Churches have been assured of free entry into the new State schools for the purpose of giving religious instruction and it is significant that there has been little complaint on this score, especially since the new school syllabuses set aside a greater portion of time for this work than was usual under the old system. In the main it has also been accepted that the new syllabuses give no ground for the supposition that native education is in future to be of an inferior type.

Concurrence in details has, however, not obscured the fact that there is a vast difference of opinion over the main trends of the South African government's new educational policy. The official view is that only by a co-ordinate development of the Bantu community as a whole can the native peoples of the Union hope to attain a higher standard of living in the spiritual and social as well as the economic sphere. By the more effective

employment of funds and by the centralization of control it is hoped to increase the percentage of native children receiving school instruction from the present forty to a full 100 within the next twenty years. How far that aim will be successful, and how far the new system will benefit the children it avowedly seeks to serve, remains to be seen. What is important at the present stage, as far as British educationists are concerned, is that our judgment of the working of the 1953 South African Bantu Education Act should be based on a knowledge of the official standpoint as well as on the views of its many and vociferous critics.

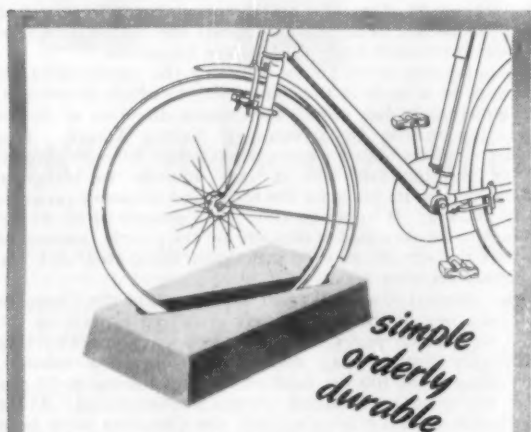
Changes in Scottish Schools Inspectorate

The following changes in the schools inspectorate, with effect from January 2nd, 1956, are announced by the Scottish Education Department.

H.M.I. Mr. C. A. Forbes, at present in charge of the Renfrew district, and H.M.I. Miss M. S. Thomson, at present in charge of Perth and Kinross district, are appointed specialist inspectors for English and modern languages respectively, and will be relieved of district responsibilities.

H.M.I. Mr. T. L. Taylor at present in charge of the Banff, Moray and Nairn district, will be transferred to take charge of the Renfrew district.

H.M.I. Mr. N. Fullwood will be transferred from Ayrshire to take charge of the Perth and Kinross district; and H.M.I. Mr. J. J. Reid will be transferred from the Lothians to take charge of the Banff, Moray and Nairn district.



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Deputation to the Ministry on School Building

Minister considers Present Cost Limit Adequate.

Officials of the Ministry of Education recently received a deputation from the County Councils' Association who wished to put to the Minister a number of points about the cost and control of new school building. The deputation was headed by Mr. W. E. Stevens, Vice-Chairman of the C.C.A. Education Committee. The Deputy Secretary represented the Minister.

The deputation asked the Minister to review further the limits of cost per place at the earliest possible date with a view to their being raised at least sufficiently to cover the increases in building costs since 1953. The deputation were reminded that, in accordance with arrangements announced in Circular 264 for varying the limits of cost when the Ministry's index of school building costs showed a movement of 2 per cent. or more, the cost limits were raised in April of this year to £264 per place for secondary schools and £154 per place for primary schools. In the Minister's present view these increases had been adequate. The average nett cost on tender of secondary schools for the months January-September, 1955, was £241.9 and the average area per place was 74.0 sq. ft. The average nett cost per place on tender of primary schools over the same period was nearer the cost limits, being £142.3; the average area per place was 42.2 sq. ft. It thus seemed to the Minister that it was possible to design these schools with an adequate specification and area within the current limits of cost. Moreover the Ministry's index of costs had not, up to the middle of October, shown a 2 per cent. rise. The deputation were told that, although the Minister would continue to keep the cost of school building under review, he could not, in view of the available evidence and the general need for restriction of capital expenditure, promise an immediate increase in the cost limits.

Concern at Financial Restrictions.

The deputation next expressed concern that the Ministry's financial restrictions were beginning to cause educational inconvenience and adversely to affect school organization. In the view of the C.C.A. the limit of proper economy had been passed. The deputation were asked to give instances of what was meant by educational inconvenience and an adverse effect on school organization, and to indicate where they thought the limit of proper economy had been passed. They instanced the dual use of space, particularly of dining space, and reductions in the amount of circulation areas. It was pointed out to them that the system of cost control was related to the educational building standards of 1952. If those were satisfactory—and they appeared generally to have been accepted as such—present standards were also satisfactory. The periodic adjustments in the cost limits were intended to operate so that authorities could continue to use as much labour and materials on a new school as they did at the end of 1952. The cost limits themselves were also meant to act as incentives to good economic design and consequent high quality. They could not ensure that every authority would have the same standard of building. While such factors as the nature of the site and variations in regional building costs would affect authorities in different ways the major factor determining the kind of school that was obtained within the cost limit was the skill of the architect. The cost limits were set to make it possible for the architect of average ability to provide a school of a reasonable standard. It was, therefore, only to be expected that one or two authorities would have new schools which were only just adequate while a few authorities within the same cost limits would be able to build schools of exceptional quality. No school, however, could be allowed to provide less, either

in terms of area or physical conditions or amenity, than was required by the Building Regulations, and in the Minister's opinion the cost limits were adequate for that minimum provision.

The deputation asked the Minister to review the percentage additions to the nett cost of schools, in respect of roads, paths, boundary fencing, site clearance, etc. They were told that since the items excluded from nett cost were those which could be expected to differ in extent as between one school and another it was not possible to put a firm limit of cost on their provision. The Minister added a percentage of the limit of nett cost to each job when compiling a building programme to ensure that, taking all jobs in a programme together, the total amount of money available for capital expenditure was not exceeded. The percentage figure, however, was that which was found by experience to be the average. Estimates of the money thought necessary for additional cost items in particular proposals were always examined on their merits, and this year, for instance, the sums actually allowed for additional costs varied from 4 per cent. to 30 per cent. of the nett cost. The Minister was glad to remove any misunderstanding which may have arisen on the matter.

Lighting Standards.

The deputation's final request was that the Ministry should re-examine in consultation with the Association the whole problem of securing satisfactory and generally acceptable natural lighting standards in schools. They had in mind that the existing formula should be simplified, or removed from the Regulations and left to the discretion of local education authorities to be exercised in the light of the considerable experience they now possess and of any advice the Minister might wish to issue by means of a Departmental circular.

The deputation were informed that the Minister could not give up his responsibility for setting standards. The formula was not complex in itself, but only because of the complex nature of the subject. It was suggested that as a first step towards clarification the Minister should send a letter to the Association explaining the background to the formula and the reasons for its adoption. If the Association then wished to discuss the matter further another meeting could be arranged. The deputation agreed to this course.

Importance of Further Education

Addressing the annual conference of the East Anglian Advisory Council for Further Education in Clacton, Mr. F. Bray, Under Secretary, Ministry of Education, referred to the long-term aspect of education in relation to manpower, industrial productivity and the approach to automation. The national tendency was to take short cuts, said Mr. Bray, but unless Britain was prepared to commit herself to providing a system of education which would give a long-term solution to our economic difficulties, we should never get away from crises.

Education should be of the kind that leaves the individual with a thirst for more education; that enabled him to keep pace with changes in his job, and to enjoy his leisure time wisely. Since Further Education was voluntary, the maximum effort must be brought to bear on school leavers until it was certain that all had been done that was humanly possible to educate them to the full.

At present only about a third of the boys and girls who left school at fifteen or sixteen were attracted to Further Education. This was a grave weakness which could be wholly remedied only by the introduction of the County College. In the meantime young people should be encouraged to stay at school; those who left should be urged to continue their education, and employers

encouraged to release all their young workers for at least one day a week. An attempt was being made to encourage local education authorities all over the country to build local and branch colleges to provide suitable accommodation within reach of young workers.

The problem to be faced was a big one. It had been estimated that every area with a population of 25,000 to 50,000 would require a local college. Until we had this accommodation we could not hope to meet all local demands for day instruction and we must continue to provide Further Education in secondary school buildings in the evenings.

Unless the flow of school leavers was guided into Further Education as a continuous process, the students would either be lost entirely or met at a later stage, when their educational background had faded.

On the training of technicians, Mr. Bray said that the responsibility of the technologist will tend to increase as automation and electronic controls develop, and we might well find that the technician of tomorrow must be as well trained as the technologist of to-day.

The Ministry had given much thought to the needs of the future technologist, for it was on his quality that the progress of industry so largely depended. Technical college courses, through which many technologists are trained, must be examined afresh. More time is required to provide breadth of education and a greater knowledge of fundamentals. This was one reason for the introduction of the "sandwich" course; that is, six months full-time in the technical college and six months in industry, in alternate periods covering four or five years.

Mr. Bray urged the fostering of closer and closer relations between industry and the colleges, and the encouragement of industry to accept more responsibility for training as educational requirements grew.

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Citizens of Tomorrow

One of the most important publications of the past month was the report, under this title, published by the King George's Jubilee Trust based on a study of the influences affecting the upbringing of young people.

The study originated from a suggestion, following correspondence in *The Times*, in 1952 that the time had come for a broad survey of the influences both good and bad, conscious and unconscious, which affect boys and girls growing up in Britain to-day.

After an offer by the Trust to co-operate in such a survey it was felt that the Trust's position as an independent body set up for promoting the well-being of the young, gave them a unique standing in relation to the suggested survey, and they finally accepted the responsibility for undertaking the work.

The scope of the study, which has been in progress for the last two years, was defined in the following terms:

"The object is to make practical recommendations as to the upbringing of young people in this country. This will require an examination and report on the influences, good and bad, intended and unintended, which bear on young people, and which affect their development in body, mind and spirit; on the extent to which young people make use of the opportunities at present available for such development; and on ways in which these opportunities might be bettered in variety, scope and objective."

As a result four Working Parties were set up in 1953 to carry out the study, each of which concentrated on one of four phases of the general theme: (a) the period of full-time attendance at school, (b) the period after leaving school (influences of employment), (c) the period after leaving school (influences of leisure), and (d) the period in the Services.

The respective chairmen of the four Working Parties were (a) Lord Justice Morris, (b) Sir Harold West, Vice-Chairman and Managing Director of Newton Chambers and Co., Ltd., (c) Mr. J. F. Wolfenden, Vice-Chancellor of Reading University, and (d) General Sir Bernard Paget.

An introductory commentary by the Council of the Trust points out that despite a marked diversity of approach and treatment, the four reports are unanimous on certain basic matters which have a bearing on every phase of the study and the community of outlook which characterises them is shown by their recurrent reference to three main themes. Of these, the first is an affirmation that, in the last resort, the sound upbringing of young people depends neither on the State and its instruments, nor on voluntary organizations and institutions, but on the adults who are in contact or concerned with young people in their daily lives.

Interwoven with, and inseparable from, this first theme is a second—the expression of a conviction that fundamentally the road back to responsibility is the road back to Christian principles. Here the Working Parties were again at one in believing that for us in Britain the revival and renewal on a much larger scale of such an attitude to life among young people is essential and that the best hope for the future lies in an acceptance of the Christian ethic in the broadest sense.

The third of these recurrent themes is that of the gap, both in education and life which for the great majority of boys, now exists between the end of school life at fifteen and entry into National Service.

In the view of the Working Parties responsible for the survey, the key-moves in any full-scale attack on the problems outlined include the following objectives:

- (a) To develop close co-operation between parents and teachers;
- (b) To assist the schools to foster in their pupils a responsible attitude to work, seen as a contribution to the

health, wealth and happiness of the community—and not as a life sentence to be served under duress;

(c) To strengthen the Youth Employment service;

(d) To encourage all employers to establish for young workers induction arrangements and training courses of the kind already instituted by a number of industrial and commercial concerns;

(e) To increase provision for the further education of boys and girls between the ages of fifteen and eighteen by the introduction of county colleges where appropriate;

(f) To increase the provision of leisure-time facilities for school children, and of playing fields for young people generally;

(g) (i) To assist the development of the Youth Service by the provision of additional funds; and (ii) To promulgate a policy with regard to the recruitment, training and conditions of service of professional leaders;

(h) To encourage parents, teachers and employers to appreciate the purpose and potential value to the individual of National Service;

(i) To persuade employers to conduct suitable courses of preparation for National Service;

(j) To strengthen the work of the Services in assisting the adjustment of young men to civil life when they have completed their National Service.

Many readers will no doubt have read the various articles in different papers commenting on the report from isolated and interested angles, one writer we notice asks, "are we becoming obsessed with the youth problem?" but few of these comments do justice to this interesting and exhausting 130-page survey.

Space precludes us from dealing with it to the full extent we would wish and we advise all interested in the welfare of young people to obtain a copy of the report which is published for the Trust by Odhams Press, Ltd., at 3s. per copy.

Education Book Guide

Early in the New Year a new publication will appear, devoted to books for schools. The National Book League is collecting material for an annual *Education Book Guide*—the first issue of which will cover books published during 1955. It will contain the titles of all books thought likely to be of interest to schools, whether for use in classroom or library, with a short description of each book, and necessary bibliographical details. The first volume is expected to include particulars of between 2,500 and 3,000 titles. The object is to make the list as comprehensive as possible, not to select or recommend.

It is intended that this shall be an annual publication appearing early each year in time for the requisitioning periods when the teachers choose most of their books. A great proportion of the books included will, of course, be school library books, but it was felt that in a growing number of cases the distinction between a text book and a library book is very fine, and that it was important to include all books likely to be useful in the schools. Books for all ages, from infants to university entrance students are included.

Teachers' Pensions

The Officers of the National Union of Women Teachers have expressed strong opposition to the proposal to raise contributions under the teachers' superannuation scheme from 10 per cent. to 12 per cent. They point out that the rate is higher than that stated by the Government Actuary to be necessary to meet the cost of a scheme, starting afresh, with no accumulated actuarial deficiency. Further, in view of the history of teachers' superannuation they question what guarantee there could be that, at some later date, the Government would not again require increased contributions from teachers.



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The New Look in School Furniture

Particular expression is given in a new British Standard (B.S. 2639) to the two principles that school furniture should be designed specially to meet the needs of children, and that, as far as possible, each child should be given a chair of the right size and a table of the right height for that chair.

This new standard deals with the design and construction of tables and chairs primarily for use in school dining-rooms but also suitable for classrooms, and is the first of a series in which the whole range of school furniture will be dealt with on the same basis. The existing series of British Standards for school furniture, published over five years ago, will be replaced by a new series of standards which, while defining closely the limits of the essential dimensions, will provide greater freedom for manufacturers to use new methods of construction.

Three Objectives.

With the active participation of representatives of the Ministries of Health and Education, the Medical Research Council, Local Education Authorities, and the National Teachers' Union, an expert committee consisting of representative teachers, doctors, architects, supplies officers, and manufacturers, has been working on the new standard for some time, and has had three main objectives in mind. These are that school furniture:

- (1) must be in keeping with current classroom techniques;
- (2) must fit the children and
- (3) must be durable under the often severe conditions of use encountered.

Anthropometric surveys carried out at schools recently to verify and augment information from earlier studies, have shown that there is room for improvement in the fitting of school furniture to the child, and that tables and chairs in particular have tended to be too high. The surveys further showed the effect of bad posture and discomfort upon the child's school activities. If the chair size is selected on the basis of anthropometric considerations, a correct and comfortable sitting position, with "proper use of the backrest," is encouraged. The correct table size for each size of chair provides adequate clearance between the chair and the underneath of the table, and gives a writing and working surface of a satisfactory height.

Five Sizes of Furniture.

The new British Standard proposes five sizes of dining chairs and tables to cover the needs of children between five and sixteen years old. Appended to the standard are schedules to guide purchasers in selecting the best sizes of furniture for a given school, according to the average heights, and the ages, of children. For example, in a class of eight-year-olds, with an average height of 50-in., the ideal solution is to use three different sizes of chair and table, distributed in the proportions of 75, 15 and 10 per cent. Recommendations are also given for those cases where the choice has to be restricted to only two furniture sizes, or even one.

The new standard has been produced principally as a guide to purchasers and manufacturers of school furniture, and it will remain the responsibility of supplies officers to order and install furniture of the right sizes and of teachers to see that it is used by children of the right heights.

The committee responsible hopes that furniture made to the new standard sizes will be given a reasonable trial, although it is realized that there will be difficulties to be overcome, particularly, for example, when partial re-equipment of existing school premises is undertaken.

Marking for Durability.

On the score of durability, the standard at present simply requires that manufacturers shall give an undertaking to replace articles in which a defect appears within twelve months from date of delivery. At a later stage performance tests, similar in purpose and effect to those already used for domestic furniture, will be evolved for school furniture. It will then be possible to arrange for manufacturers to mark their products with the B.S.I. certification mark as an independent assurance that the furniture has been tested for sound construction and durability.

Copies of the new British Standard, price 4s., can be obtained from the British Standards Institution. As other types of school furniture are dealt with additional new standards will be published.

London Comprehensive Schools

At the October meeting of the London County Council Mr. Martin Parr asked the chairman of the Education Committee:

(i) Had his attention been drawn to the memorandum circulated this month to the members of the Education Committee from the National Joint Committee of the Four Secondary Associations entitled *The Organization of Secondary Education*?

(ii) Had he noticed the agreement between the views expressed in this memorandum with the views expressed at the annual conference of the London Teachers' Association in February, 1954, in that the former states: "Exploration of new ideas demands patient and varied experiment under the most careful controls so that reliable evidence of the relative success of a variety of approaches may be available, nor until such evidence is established, should existing schools of proved value be sacrificed. To launch an untried new scheme on a wholesale scale is both unscientific and extraordinarily dangerous," and the latter states: "It should be made clear that the association's policy is that there should be an experiment in this comprehensive form of school organization, and we are satisfied that no one at this present time can say with any assurance that such an organization will be either a success or a failure"?

(iii) Could he say which, if any, of the teachers' organizations had expressed views at variance with those of the London Teachers' Association and the Joint Committee of the Four Secondary Associations?

(iv) In view of the expressed wishes of the London Teachers' Association and the Joint Four, did he wish to modify the statement made by the vice-chairman of the Education Committee in the Council on 28th June that "The Opposition are in error in saying that the seventeen comprehensive schools approved and building are an experiment. They are not an experiment: they are the first instalment of the London School Plan"?

Replying, Mr. H. C. Shearman said Mr. Parr's remarks seemed to be more in the form of a thesis, of a speech, than a question, but it had been accepted as such and he would do his best to answer it briefly.

To (i) the answer was yes. Regarding (ii) and (iii) there was, it seemed to him, a clear difference of emphasis in the two passages quoted, as in statements which are made by other teachers' organizations from time to time, but it was not fair to the organization concerned to take a single sentence out of its context.

To (iv) the answer was No. As Mr. Parr well knew, added Mr. Shearman, the schools in question were part of the London School Plan. The results they achieved in practice would, of course, inevitably influence the development of that Plan, and he (Mr. Shearman) was very confident of their success.

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The National Central Library

Thirty-Ninth Annual Report.

The annual report of the National Central Library for 1954-55 records another year of successful development. Issues of books from or through the library have exceeded 100,000 for the first time in the history of inter-library lending, representing a successful outcome for over 71 per cent. of the total applications received from libraries in this country and abroad for specialized and more expensive works of study which would not otherwise be available. The books were issued either from the Library's own stock or from the many libraries which make their books available through the National Central Library for inter-lending purposes. This increase in issues, though reflected in nearly every category of library, is particularly noticeable in the case of Government departments.

Applications as usual varied very much in character. Most were for specific books or periodical articles but there was also a sprinkling of "subject requests," some of them on unusual topics such as embalming and eleventh century dancing. (None, however, were quite as memorable as a request received many years ago from one of H.M. Prisons for a book on how to cut skeleton keys.)

A noteworthy transaction was the obtaining from the Leningrad State Library (Saltykov-Schedrin Library) of photostats of two manuscripts from the well-known Second Firkowitch Collection of Hebrew and Arabic manuscripts, for which, incidentally, no charge has yet been made. A request that gave some trouble came from America, and was for an article on "Christmas" by Sir Compton Mackenzie, in which the author was said to describe that festival as a "worthless and sordid racket." The article was not traced in any bibliography, but was finally run down as the result of a letter to the author himself. Another request from the United States, the University of California, was for the loan of an eighteenth century pamphlet with the curious title: "Magazines blown up; or, they are all in the suds . . . (to which is added a key to the back door . . . by Whackum Smack'em)." A microfilm of this work was obtained from the John Rylands Library, Manchester.

Adult Education.

In addition to the inter-lending service, 15,736 books (often rare, expensive or out-of-print) were lent by the Adult Class Department to organized adult education classes, supplementing those lent by public, county and extra-mural libraries. A far-reaching investigation into the whole state of book provision for adult classes is in progress and information is being collected not only on the difficulties of book supply experienced by class tutors but on the extent to which their needs are being, or could be, met by present library facilities and resources.

International Loans.

Loan arrangements with Rumania were, for the first time, put into practice; loans to Greece increased considerably; and those to Hungary and Czechoslovakia continued high. In Western Europe, Germany borrowed and lent more than any other country; France lent nearly twice the number she borrowed; and transactions with Switzerland nearly doubled. In all, 1,346 books completely unavailable for loan to students in this country were borrowed from foreign libraries, which in their turn borrowed from Britain 2,801 books similarly unavailable in their own countries.

Union Catalogues and Bibliographies.

A report is made of the progress on the work of union cataloguing during the year by the small staff, recently concentrated to deal with the large accumulations of arrears of cataloguing, as well as with the steady stream of new

entries received annually. Alongside these efforts to improve a vital part of the inter-loan machinery, the Library has continued to expand its collection of works of bibliographical reference particularly in regard to foreign literature, to meet the likelihood of greatly increased demands in the future for information on foreign publications.

N.A.S. Representation on Burnham Committee

The question of N.A.S. representation on the teachers' panel of the Burnham Committee was again raised at question time in the House of Commons when Parliament resumed last month, on questions by Mr. Dudley Williams and Sir C. Taylor.

The former asked if the Minister was aware of the dissatisfaction that exists amongst members of the National Association of Schoolmasters regarding their lack of representation on the Burnham Committee; and if he would take steps to overcome this.

Sir C. Taylor wanted to know whether the Minister was now in a position to make a further statement on these claims for representation.

Sir David Eccles said he was aware of this dissatisfaction on the part of the N.A.S. but like all his predecessors he was convinced that the Teachers' Panel of the Burnham Committee, as at present constituted, adequately represents the teachers affected by the Committee's recommendations.

To a supplementary question by Mr. Williams, who pointed out that the Incorporated Association of Assistant Masters, which has a membership of 18,500, has two representatives and the Incorporated Association of Assistant Mistresses, with 13,500 members, has two representatives, and asked why the Minister persisted in excluding any representation from the National Association of Schoolmasters, which has a total membership of 15,000, Sir David replied: "The reason is that the constitution of the panel follows the pattern of our educational system, the pattern of the schools. If we were to introduce on to that panel representatives of special interests—for instance, of men teachers and then of women teachers—there really would be no end to that and I think we would complicate the whole affair to the detriment of the good work."

Mr. Turner-Samuels then entered the discussion to say there could be no doubt that this was a responsible group, whether they liked it or not. It was a group of teachers. The Minister had referred to what he called a pattern, but the pattern could not possibly be right unless it included comprehensive representation, and the refusal to give representation to this responsible body on the Committee was not right. He asked the Minister to reconsider the matter.

No Cuts in Educational Building

As local authorities have made enquiries about the application to the Education Building Programme of the message to local authorities circulated by the Chancellor of the Exchequer and the Minister of Housing and Local Government last week, the Minister of Education, Sir David Eccles, has authorized the issue of the following statement:

"As stated by the Chancellor of the Exchequer in the House of Commons, the education programme as announced is being maintained. Authorities will, therefore, be expected to carry out all the projects in the approved programmes for 1955-1956 and 1956-1957.

"It will be appreciated that in the present financial circumstances this special treatment for education underlines the responsibility of authorities to make every possible economy in carrying out the programme."

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The Welfare of Spastics

Parliamentary Secretary Warns Against Over Optimism.

Opening a conference on cerebral palsy at the British Medical Association headquarters, organized by the British Council for the welfare of spastics, Mr. Dennis Vosper, Parliamentary Secretary to the Ministry of Education, warned parents against being too optimistic about the results of treatment and education of children suffering from cerebral palsy.

In recent years, said Mr. Vosper, the spastic child had received more publicity than probably any other category of handicapped child, and the problem had tended to become over-simplified in the public mind.

"In addition to taking an overall view of this subject," he said, "it is equally vital for the sake of the parents that the hopes and possibilities aroused in the minds of the parents and friends do not outpace the blessings that science and treatment can give. It is indeed a false kindness to suggest to parents of these unfortunate children that in the existing state of our knowledge handicaps can be completely cured or overcome or that all the children could by the right kind of treatment and education be habilitated so that they could lead a normal life. A parent should realize that in many cases the brain injury which has caused the child's physical disability has at the same time impaired his mental powers. This is unfortunate but is cruel to shade one's eyes to it, and I have a feeling that parents are sometimes given too much encouragement.

"When thinking of spastic children we must remember that, as various surveys have shown, their average level of intelligence is appreciably below that of normal children. When we take into account the physical disabilities which make learning so difficult for them, it is easy to understand that a smaller proportion than among normal children will reach an average level of educational attainment and that very few will reach any higher level.

"Moreover, it is unfortunately clear that a proportion of spastic children will not be able to profit educationally even with the best medical and educational treatment that money can buy and will therefore remain ineducable.

"I do not want to be depressing but it is essential that not only should the Conference balance the work to be done against the progress already achieved, but that parents and the public should appreciate that even unlimited funds cannot force science and education to work miracles.

"One of the most difficult things that the parent has to learn to do is to accept the child's disability and come to terms with it. I attach the greatest importance to that part of the care and training which applies after the child leaves school. For those who can never have the satisfaction of a real job, education must provide for as much independence as possible in the day-to-day life to enable the sufferers to live as far as possible their own lives in contact with their fellow men and women."

That Conference, said Mr. Vosper, could not be of unqualified comfort to spastics but it could do much to bring even closer together the activities of doctors, teachers and employers both in the private and public sector of the community. It could do a great deal to bring a better sense of perspective both in relation to other handicapped people and as regards what is really possible and what is only wishful thinking. As far as the Ministry of Education was concerned they had reason to believe that the number of schools for the physically handicapped now under construction would be sufficient to provide by 1958 all the accommodation that looked like being needed.

Dr. Albert Parker, C.B.E., has been installed as Chairman of the Council of the Royal Society of Health. Dr. Parker is Director of the Fuel Research Station, Greenwich.

Educational Building in Essex

In a report to the Essex Education Committee on the Educational Building Programme it was stated that the total value of the twenty-seven projects approved by the Ministry amounted to £2,388,325 in the main programme and fourteen projects estimated to cost £1,541,295 were placed on the reserve list. It was noted that the proposed main programme amounts to less than 60 per cent. of that requested (£4m.), the amount which was considered an essential minimum.

The Committee recalled that before drafting their 1956-57 programme, 100 projects of a total value of nearly £8m. and providing over 29,000 school places were recommended by the Divisional Executives for inclusion in the main programme and that it was only after the closest inspection of the case for individual projects and the acceptance of the most stringent standards, that they decided upon the strictly realistic programme of £4m.

The members noted in particular that the main programme as now suggested by the Minister (twelve primary and fifteen secondary school projects) included the five secondary schools which it was agreed a year ago could be started within the year 1955-56, so that the effective programme of new work is even smaller than at first appears. In brief, the main programme as now notified to the Committee for 1956-57, falls far short in total cost and in the number of places to be provided of that approved for 1955-56 and the deficiency is accentuated by the absence of any official assurance of permission to advance the start of the reserve programme schools, an expedient which has been allowed in previous years.

Handicapped Children

The question of accommodation for handicapped children was raised in the House of Commons recently when Mr. E. Johnson asked the Minister of Education how many new schools for handicapped children had been opened by his Department during 1955; and how many spastic children were being educated at these schools.

Excluding replacements, said Mr. Vosper, Parliamentary Secretary, eleven new special schools had been opened so far in 1955 but none of them were specifically for physically handicapped children.

Mr. G. Thomas then asked if the Minister was aware of the very real need of schools for spastic children and would he make an effort to ensure that private enterprise does not have to satisfy that need.

Mr. Vosper in reply said there is already a school in the programme for South Wales, and there are others in England. Indeed, several schools for spastics are in the current programmes, and by 1958 there should be no need for any spastic child to be kept out of a special school.

The Minister was also asked by Mr. M. Stewart how many handicapped children are at present awaiting admission to special schools of a type appropriate to their particular disability.

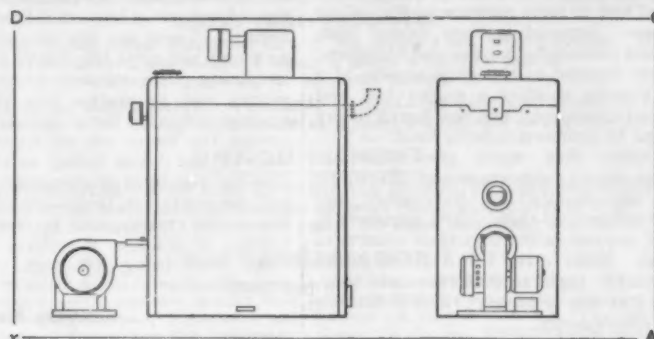
Mr. Vosper: In December, 1954, local education authorities reported that nearly 19,000 children were waiting places in special schools, of whom over 12,000 were educationally subnormal children, but the great majority of these children were receiving education either in ordinary schools or at home.

Because they have found that talks on choice of careers to school leavers are not popular, Penge Rotary Club have decided to give up this service. One of the reasons for its unpopularity, says Rotarian Eric Martin-Clark, is the call up. Boys are not interested in taking up a career or an apprenticeship, he says, because of the disruption they will have to face when they report for National Service.

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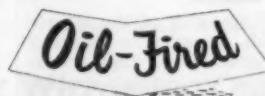
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BOILERS

The Service has Gone

By JUNIUS.

Like the British Tommy, the servant of local government and the teacher are allowed their legitimate grouse, but they are expected to whisper it or restrict it to meetings of the respective unions held behind closed doors. Their positions are somewhat analogous to those of the two dear old ladies who owing to financial reverses had "come down" in the world and had to have recourse to the selling of muffins and crumpets. Arrayed in their second best, carrying two large baskets containing muffins and crumpets, they set off to try their fortune in the back streets of a fashionable quarter. Faintly tinkling a muffin bell and whispering, "Muffins and crumpets," one was heard to say to the other, "I do hope to goodness nobody hears us."

It is indeed noticeable that many grievances are ventilated at the various annual conferences and afterwards executive committees are usually left to explore and examine many matters referred to them. The members of the executive meet and request or instruct their officers to take some sort of action. Some of the L.E.A.'s, well aware of this time worn procedure, begin to stall, to waste time. Every month wasted is a saving of money; there is little or no ante-dating of any consequence.

The Cost of Living.

The working man notices the amount received in his pay packet per week and the cost of his living, and prefers to think on the lines of direct action. He has included in his needs his erstwhile luxuries, beer, tobacco, cinema, theatre, pools, racing, etc., some of which are indulged in by many and which have now become permanent features. Sir George Lunn once told a story of a young teacher who stated in evidence that he had to spend X-pounds per annum to prepare for his wife's annual confinement. But how many leaders dare to stand up and reproach their followers for spending so much on useless excesses? What is the use of complaining about the restrictions in useful public expenditure—schools, colleges, etc.—when so much good money is allowed to flow down the drain. Gambling may be regarded as a means of transferring money from many who cannot afford it to a few ready to receive it. The average teacher and local government officer lives frugally and within his or her income. He may have aesthetic tastes, but he has to ration them. If he was asked to submit his budget he would find that he has to omit many items which others take for granted and which have become necessities by habit. He is well aware that he has so many commitments that to take strike action would be ruinous and so it is almost out of the question, so he refrains. The local authorities are well aware of this but by no means consider that this counts for grace. In fact one would think that such an attitude, which after all provides for continuity in the operation of the public services, would be regarded very favourably by the L.E.A.'s and would encourage them to treat their servants most generously. But this is not the case. Time marches on and the young officer, whose patience is exhausted, is attracted by the blandishments of industry and commerce.

The Service—A Mission.

That old time ridden device of speaking of the service as a mission rather than as a job, in order to induce a contentment with one's lot, has gone for all time. It is agreed that there is a great deal of the mission element about the work but, in these hard times, teachers and local government servants have to eat and have their places in the world's society.

The Old Servant.

The old servant is stuck; he is immobile; he is bogged down by the prospects of a pension for which he has paid hard money and which while looking large, is sadly lessened by inflation. Many of the older servants who have retired are now compelled to pursue a shabby existence. To-day the old servant in harness is having to carry the brunt of the burden. There are not enough field marshals' batons to go round and after the chief's job and the deputy's job the remaining posts are not attractive—they tend to remain groovy and no matter how the duties are switched the grooves are still there because in their long periods of service the senior officers have experienced from time to time all the duties falling to the lot of all of the officers. And for the local government service, this is very useful and necessary—it facilitates supervision by someone who knows the work, and in emergency caused by death, holiday or sickness, it ensures continuity and inhibits the office from being left high and dry in any particular department.

Growing More Sour.

These are the persons who are disgruntled and who remain to grow more sour and to count the days. But how does this affect the junior and middle ranks of the office? A slump in quality and quantity of recruitment has scared the L.E.A.'s and shown them that some regard must be had to the wants of industry and commerce, otherwise recruits will be few and far between. Persons who a few years ago would never have been considered are appointed and later when salaries are raised these are among those who will benefit. They will be paid the rate for the job.

Promotion.

A large upsurge in the salary scale of the general division of one L.E.A. has brought that salary scale within easy distance of that of the middle ranks. This, as experience has shown, will not encourage juniors, especially among the women staff, to seek promotion. Promotion means so much extra to do and often attendance at evening meetings. They prefer to forego the extra money and have the ease of the mind, and the leisure. There is a certain amount of free trade among L.E.A.'s in the case of the junior ranks to lessen travel and to work nearer home. Amongst the middle ranks the possession of an extra grade is an inducement, although cases have been known of factors such as housing, travel and extra committee work, causing applicants to change their minds.

Days of Competition.

How different from the days when competition was keen and juniors could be selected solely from matriculants. One could then secure a promise from them to continue their education in the direction of graduation or gaining a diploma. Now we have youngsters who start at evening classes, attend for one year and then adopt the attitude, "Well I shall get promoted just the same, if I learn my job. There is no-one else." Unfortunately there is a tendency for this attitude to increase.

Reorganization.

The Local Government Service needs reorganizing from the points of view of salaries and conditions, otherwise it will further deteriorate and in the end the public will suffer.

And the teachers. Those responsible for the emergency

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scheme have probably congratulated themselves on securing many teachers to fill the gaps, and the probationary year has helped to create the idea that one year's training has been stretched to two. But compare the period of training with that required for other professions—not all of them—and then consider the chances of parity of esteem and its concomitant parity of salary scales. Let anyone attend the annual conference of any association of teachers, usually held during Easter, and he will appreciate the reasons for the shortage of teachers, especially men.

Direction of Labour.

As for the women teachers the only way to supply the towns in the industrial areas is by direction of staff, but here again, this is distasteful to all political parties. Everyone hates the idea of direction but realizes that every school should be adequately staffed, so in default of direction the principle of rationing is introduced, which in the ultimate means for some, work or change your type of job or approach close to the poverty line. For many the ideal type of post which allows one to live at home and save on the travelling is now an illusion. Women teachers have to travel and seek rooms which are by no means cheap, and in course of time many trek back home. This often happens in the case of Welsh teachers who receive their initial practical training in England and then return home to strengthen the teaching power in the Welsh schools.

Housing.

Despite the best of intentions of the Ministry and some L.E.A.'s the problem of housing for some teachers is desperate. First class teachers apply for small schools including a Head Master's house and then withdraw when they have seen the house. Others have to rise early in the

morning, stand in crowded trains and travel miles to their work. Obviously a house looms large in their future calculations. In the end L.E.A.'s which have simply turned down the Minister's suggestions—*re* housing of teachers—will find themselves compelled to alter their policy. Votes or no votes, when teaching vacancies begin to pile up and classes increase in size something drastic will be necessary.

The teacher and the local government officer have other grouses, mostly concerned with pay. They complain that a rise in salary is always granted too late—after all the rest of the workers, and then inflation has moved on. They compare the salary scales shown in advertisements for posts in industry with those of their own, to their own disadvantage. They see the fur coats and the new cars of the parents and then weigh up the parents and wonder if they, the teachers, have strayed into the wrong job.

There will always be competition for staff and if history repeats itself and industry slumps the redundant staff will clamour to teach. There are also other things to consider: the pension scheme, the holidays, the hours of work, the conditions attached to the job. There are bad schools but there are worse factories and coal pits and quarries in which to work. But granting all the favourable conditions and realizing the abnormal factors such as the incidence of post-war high birth rates, the fact that there are many vacancies in the schools and the public services and little likelihood of filling them with the best quality of applicants is very serious. And in this the Civil Service is also included.

Tuberculosis Testing in Schools

An interesting note on tuberculosis testing in schools is given in the annual report of the School Medical Officer for Surrey.

During the year twenty-six special investigations were undertaken (nineteen in maintained schools and seven in private schools) as a result of the notification as suffering from tuberculosis of a child or a teacher attending the school. In each case, the parents were informed that a case of tuberculosis among either pupils or staff had occurred and an offer of Mantoux testing with, if necessary, an X-ray examination to follow was made. The great majority of parents accepted the offer. A school medical officer visited the school and Mantoux tested the children and the Mantoux positive children were subsequently X-rayed by arrangement with the Mass Radiography Units or the Chest Clinics.

In all, 3,808 children were Mantoux tested and of these 654 or just over 17 per cent. were found to be Mantoux positive. This is rather higher than the proportion of Mantoux positives in other groups of corresponding age in the county but it is interesting to note that in certain of the schools the proportion of Mantoux positives was very much higher: for example, in one school, forty-four out of ninety-four children tested were positive, in another thirty-five out of eighty-seven.

Either as a direct consequence of these epidemiological investigations or in the course of them, nine cases of active tuberculosis came to light.

Known as "the man who gave the school the human touch," Mr. G. S. Bailey, for over thirty years head master at the L.C.C.'s residential school at Ashford, Middlesex, has retired with the closing down of the premises. During his headmastership Mr. Bailey was responsible for the welfare of thousands of children who had come under the care of the L.C.C. He gained the affection of all, and hundreds of old scholars kept in touch with him—and Mr. Bailey remembered them all, no matter how many years had passed.

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Sir David Eccles on Teachers' Superannuation Scheme

Further details of the new teachers' superannuation scheme were given by Sir David Eccles, Minister of Education, when speaking at a luncheon given by the Cardiff Teachers' Association.

"The plain fact about the teachers' pension account as it is now," said Sir David, "is that it is insolvent, and not only insolvent to the tune of some £200 (m.) but going further into the red every year.

"It must be insolvent because teachers and employers have continued to pay in the same contributions while the pensions and benefits have, as a result of salary increases, risen very steeply. Since the original contributions were soundly calculated they must be woefully insufficient now. As a matter of fact, there was already a deficiency on the account as long ago as 1933 when the first valuation was made.

"The 1954 Bill would not have provided a permanent remedy, since it took no account of changes in longevity and retirement dates. The scheme under that Bill would already have been in the red, and it, like the 1925 Act, contained no provision for meeting future deficiencies.

"My duty is to propose a new scheme to make the account solvent, and to ensure that it does not again become insolvent. In this business there are three partners, the teachers, the taxpayers and the ratepayers. Naturally they would each like to carry as little as possible of the burden of making and keeping the account solvent. All three of us have our maximum demands, but we must each expect to give something to secure stability.

"As is right, the taxpayers are to make far the largest contribution, because it is recognized that the war-time inflation was a national responsibility. The Exchequer is to find in cash over a period of time the whole of the accumulated deficiency as it will stand at 31st March, 1956; and that will cost the taxpayers at least £100 (m.) more than the offer contained in the 1954 Bill.

"The local authorities do not relish the idea of assuming responsibility for any future deficiencies that may occur, and you will observe that, unless you die sooner than the actuaries forecast, and unless you never receive any increases in salary, such deficiencies must recur. It is worth something to you, who now have no statutory right to relief from a share in meeting such deficiencies, to have this risk removed and your contributions stabilized once and for all.

"The Working Party, on which you were represented, showed that to start the new scheme with an adequate income required 11½ per cent. contributions, and this would be 2 per cent. more or 13½ per cent. were it not that the rate of interest earned on the credit balance of the account is to be maintained at the favourable figure of 3½ per cent. Taking all these facts into consideration, the taxpayers and ratepayers are, in my opinion, and I guess in the opinion of the public, fully justified in asking that the new scheme should start off with 6 per cent. from each side.

"Of course, neither the local authorities nor the teachers like paying an extra 1 per cent., but I must point out that even with the 6 per cent. rate teachers in service will receive pensions and benefits greater than the contributions they have paid in will justify. In other words, the new scheme is a better bargain for the existing teachers than for those still to be recruited.

"There is another point. Some teachers say that some aspects of the pensions' schemes of other public servants are more favourable than my proposal. To this there are two answers: first, some other aspects of the other schemes are not so favourable and, secondly, we have to deal with the very bad situation as we find it under the 1925 Act. I have spent much time in working out a fair deal to all three partners.

"As your representatives know, this has not been easy; and considering that the new scheme provides for the minor but valuable benefits included in the 1954 Bill, and that in the difficult financial circumstances of to-day the expansion in the education service is none the less to go on, I give you the most sincere advice that your own best interests will be served by preserving the undoubted fund of goodwill towards education which is now evident in the country."

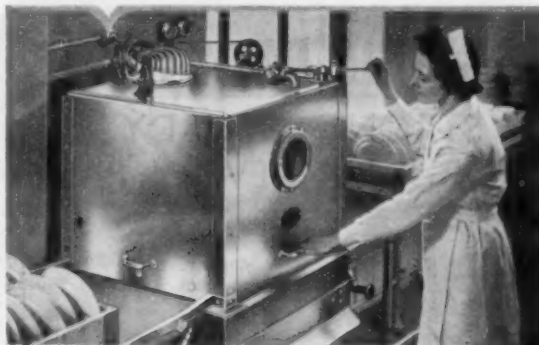
Teachers Confer on School Holidays Abroad

Over 200 schoolmasters and mistresses who have taken parties of their pupils abroad this year met in London last month at a conference arranged by School Travel Service, organizers of the tours, who have this year already been responsible for holidays abroad for 15,000 British boys and girls.

Delegates compared their experiences and discussed the educational value of holidays abroad from such viewpoints as the ages of the children, places visited and length of tour. This year School Travel Service parties have visited France, Switzerland, Germany, Austria, Holland, Belgium, Italy, Norway, Denmark, Spain and Yugoslavia.

During the conference films were shown of Norway and Germany and a winter sports film made by one of the School Travel Service parties in Switzerland last winter.

The Marchioness of Reading has accepted an invitation from the Royal Society of Health, to preside over its 1956 Health Congress to be held at Blackpool from the 24th to 27th April.



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The
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EDUCATION REVIEW

No. 3364

NOVEMBER, 1955

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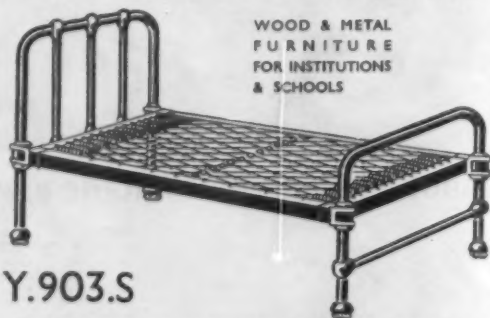
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Month by Month

Teachers' Salaries.

ON 21st October the Teachers' Panel of the Burnham Main Committee decided to ask for an early meeting of the Burnham Committee "to consider an interim salary increase in view of changes in the general economic circumstances" since the 1954 Burnham Scales were negotiated. The cost of living has gone up even in the short time that has elapsed since the last negotiations. That however is a social factor affecting all the people of this land. Few, however, are fortunate enough to be guaranteed the opportunity of negotiating new scales of salaries every three years. Should not that happy circumstance be enough to ensure that scales thus negotiated are in fact allowed to run their very short course of three years without "interim" interference by either party. It is still possible, though admittedly difficult to believe, that the cost of living may some day begin to fall. The October budget, supposedly designed to check inflation, contains in its provisions all that is necessary to make inflation more inflated. The teachers' demand will but be strengthened by Mr. Butler's strange measures. If, however, under some other government and under some party as yet unknown, a budget were introduced which actually reduced taxation, eased the people's burdens and reduced the cost of living, would teachers then be willing that their three years scales should be reduced after say eighteen months' operation. A warning was given in these columns when the teachers were successful in obtaining a premature and interim addition to their previous salary scales. If the new demand is granted then the custom and habit of ignoring the three-years' duration of Burnham scales will have become established. It will in fact not be worth the great labour involved for the Burnham Committees to do more in future than fix annual salaries. Scales as such become both meaningless and unnecessary. This is not to suggest that teachers' salaries should not be related to the cost of living, but only that the triennial review is adequate and that in 1957 the teachers would and should be compensated for the economic difficulties to which they now refer. If their present demand is conceded, it will in fact be taking precedence of other scales of salaries negotiated before the teachers scales. Local Authorities would inevitably be faced with other and stronger claims than those of the teachers.

* * * *

Teachers' Superannuation.

THE National Union of Teachers is more cautious in the matter of pensions. The Minister's latest proposals for a new Superannuation Bill are to be considered by a special conference of the Union in London on the 19th November. This was decided at a special meeting of the Union's Executive on the 21st October, when representatives reported on the previous day's conference presided over by the Minister of Education. The main proposals are four. Contributions both by teachers and by local education authorities would be increased by 20 per cent. from 1st April next. Government would credit the accounts with the sums necessary to make the balance in the accounts equal to

the net liability under the new scheme at the same date. There would be a quinquennial valuation of accounts. Any deficiency thus revealed would be borne by the local education authorities only, by way of increased contributions. Local Education Authorities have reluctantly agreed to accept the proposals as a basis for legislation. The National Union of Teachers has withheld judgment until it can consult its members on the 19th. The Minister does propose to include certain new benefits in the Bill which may make the proposed increase in contributions less unpalatable than before. The Union has, however, already stated that the possibility of pensions for widows and dependants as additional benefits will be further examined. Without such proposals, there is little enough to commend the proposed increased charges to the teachers. It is unfortunate that Government propaganda should represent the new proposals as a "gift" to the teachers and as a measure of Ministerial "generosity." There is no gift and no generosity just as, in the opinion of many, there is no deficiency. Even the Minister himself has spoken of "transferring" the (fictitious) accumulated deficiency from the teachers to the Exchequer. As was pointed out in the *Teachers World* there is no question at all of any such transfer, as under existing statute law the liability for deficiencies already belongs to the Treasury. It is pointed out that the Government will never be called upon to pay the £200,000,000 required to balance the account. All they will have to do eventually is to pay the interest on that some many years hence. "Meanwhile" says the writer, "the taxpayers continue

to enjoy the advantage of large balances of contributions which the Treasury have appropriated and spent" to the total of over £100,000,000. The Head Master and Staff of Kilburn Grammar School point out in *The Schoolmaster* that the Minister's actuarial argument is based on the assumption that there have been no new teachers since 1948. They claim that the credit balance of the fund, now £240 m, increases yearly by £10 m. The time for any review will be when the balance ceases to increase, i.e., when the payment of benefits equals the contributions and interest. Even in that distant year there will, it is claimed, be well over £240 m. between the fund and bankruptcy. Against this must be recognized the apparent acceptance now by the teachers of the "actuarial argument."

* * * *

"Eleven+" in Kent.

CONSIDERABLE publicity, some of it very sensational and quite misleading, has been given in the Press to certain decisions of the Kent Local Education Authority. "Nightmare to end for these children" was the headline in one national daily newspaper. There were others that were quite as amazing. It is a fact that, as stated by the Director of Education, the Kent Authority has decided to modify its system of selection for secondary education. The written examination at 11+ is to be discontinued. Places in grammar, technical and modern secondary schools will be filled instead by the use of school records and reports—or rather, partly so filled, for there is a proviso, since



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only half the places in grammar and technical schools will be so filled. Each child will be given a series of classroom tests spread over the four junior school years. The results, as shown on the school record cards, together with the teachers' comments, will determine the selection. Doubtful cases will be given other special tests in their own schools in ordinary lesson time. The children will not be told about them in advance and so will not be affected by "examination nerves" which Press reports suggest are unusually bad in Kent. These doubtful cases are the "other half" referred to in *The Times* report. Any formal "second chance" at 13+ is to be abolished in favour of free transfer at any age of pupils deemed suitable by the head teachers concerned. Educators will watch with interest this new and courageous venture. They will not however necessarily agree with the *Daily Herald* that there is "all over Britain (sic)"—the writer probably meant, but dared not say, "England"—a "nightmare which dominates the thinking and fears of children" in the 11+ selection arrangements as generally operated. Such a statement is as silly as it is false. Time and experience will show whether the Kent experiment solves more difficulties than it creates. It will be particularly interesting to see how parents react to the new method. Some, as *The Times Educational Supplement* forecasts, "may not be satisfied, and where they blamed in the past the rigours of the system for their Benjamin's failure to gain a grammar school place, they will now set to with equal intensity to blame the teacher's favouritism." The Editor of *The Church Times* gave a well-informed report

on the matter with some comment which should be of interest to educationists. It is feared that Kent's "remedy may be worse than the disease." It may be very difficult for parents to feel entire confidence in the new system. There is at least something objective about the result of a written examination. A review of school work and a recommendation are "things into which, by their very nature, personal factors, however unconscious, are likely to enter."

* * * *

Fifth Year or County Colleges.

MR. F. BRAY, Under-Secretary to the Minister of Education, stated at Clacton on the 26th October that at present "only a third of the boys and girls who left school at fifteen or sixteen were attracted to further education." Why did Mr. Bray say "only." If his figures include pupils who remain voluntarily at modern schools until sixteen and also pupils who have completed five years at a grammar school, possibly also with success in the General Certificate of Education examination, then it is remarkable that without any compulsion there should be as many as a third of all these young people who are "attracted to further education." However, Mr. Bray regards the position as one of "grave weakness" which can be wholly remedied only by the introduction of "County Colleges." The Trades Union Congress however gives priority to the raising of the school leaving age to sixteen. This, it is urged, should be done by 1960. This is a demand which ignores completely—one might also say wilfully—the fact that there cannot be by that date either the school places or the teachers necessary for a fifth year in "Modern" secondary schools. An issue of tremendous importance has since been raised by Miss Margaret Burgoyne, writing as an observant governor of a girls' secondary school. Miss Burgoyne finds that "girls are now beginning to mature physically earlier than they did in previous generations." If investigation proves that this is true of the county as a whole, educationists will have to think less and less of mere chronological age and more of the content of the school curriculum, more of its aims, more of the methods and activities used and less of the mere length of time that a child remains at school.

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Multi-Storey Schools

The Lancashire Education Committee have appointed a special committee to consider the question of multi-storey schools following a report to the last meeting of the Committee that the Ministry of Education are asking local education authorities to consider the erection of 3- and 4-storey schools, with the object of saving land.

The Lancashire authority have previously signified their disapproval of such schools and the County Architect considered that 3-storey schools would require a steel-framed structure, which would be much more costly than the present system used in the erection of 2-storey schools in Lancashire.

It was however felt that in view of the request of the Ministry the matter might be reconsidered by the Committee.

Essex Education Committee have agreed to give £700 to the Essex Rural Community Council which is responsible for social work in the villages.

College of Preceptors

Amendments to the L.C.P. Diploma Regulations.

The Diploma Advisory Board has recommended, and Council has accepted, an important amendment to the regulations for the L.C.P. Diploma Examination which is of importance to all students leaving Training Colleges and Departments of Education next July. The members of the Advisory Board wished to encourage new entrants to the profession to carry on with their study of professional subjects after qualification. They considered that one way in which this could be done would be by allowing young teachers to take Part I of the L.C.P. examination at an earlier date than would have been otherwise possible.

As the regulations stood, it was not possible for a teacher to enter for either Part I or Part II until evidence could be produced of three years' experience. With the new regulation, a teacher can take Part I of the L.C.P. a year after completing satisfactorily the training course. This then leaves two years for him or her to concentrate on the special subject and the thesis. There is therefore no lowering of the standard of the L.C.P. examination which remains as equivalent to a pass degree at a British University (but in a more restricted field).

The new regulation applies also to teachers who take the A.C.P. examination. They too can take Part I within a year of obtaining the first Diploma. Qualified teachers are, of course, allowed to enter direct for the L.C.P.

The new amendments do not affect those teachers who already have three years' satisfactory teaching experience. Copies of the new regulations will be ready shortly.

An American Problem

A problem only too familiar to British educationists is also troubling their counterparts in the United States. The American educational system is suffering from an acute shortage of class-room space and teachers.

The "bulge" of children born in the high birthrate years towards the end of the war and shortly after it, is now filling the elementary schools and will soon be wanting to enter college. Population trends show that the increase in school and college attendance is likely to continue. The year 1955 was the eleventh of rising attendance, with a total of 39.8 million pupils attending school; 1956 will see forty-two million pupils and by 1966 the total will have risen to fifty-two million, an increase of more than one-third in ten years. In spite of a record amount of school construction and the use of temporary buildings, dining-halls and libraries, American class-room space is inadequate to house this increasing intake.

Almost as serious is the shortage of teachers for, despite recent increases, salaries are not yet high enough to complete successfully with posts in industry requiring comparable qualifications.

In the United States centralized government influence on education has always been feared as a threat to local academic freedom but it remains to be seen how far communities, counties and States will be able to cope with the growing school population without increased Federal aid and its attendant supervision.—C.W.H.

From Joseph Williams, Ltd. we have received copies of two sets of *Twelve Christmas Carols*, by M. C. Gillington and F. Pascal, which they have reintroduced in new editions at 1s. 6d. each; a useful volume of six short pieces entitled *Miniature Ballet for a Toy Theatre* (2s. 6d.), with about a score of helpful notes to each item, the music being by John C. Brydson and text by J. Raymond Tobin; and to complete the parcel *An Album Leaf*, a selection for piano by Harold Craxton (2s. 6d.).

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S. G. C. FORUM

Correspondence on any phase of education and its administration is invited for this column, but all letters must be authenticated by the signature of the writer, though a nom de plume may be used for the purposes of publication. The inclusion of a letter, however, does not necessarily imply that the Editor agrees with all the statements made.

The Language Problem at Overseas Conferences

To The Editor, THE SCHOOL GOVERNMENT CHRONICLE.

SIR,—Your correspondent, E. V. Gatenby, must be an extraordinary person. Faced with the positive fact that most international conferences are a fiasco because of the problem of language, he asserts that English is already the international language of the world. If he has not already read the accounts of the recent congress of the World Confederation of the Teaching Profession held at Istanbul he should do so. This was a gathering of people educated well above the average but one English representative reported that a colleague found a speech of welcome in French "quite incomprehensible when rendered into what purported to be a translation in his own mother tongue" and presumably the translation was made by an official translator. (*The Schoolmaster*, August 19th, 1955, p. 233.)

All over the globe, national feeling is turning against English as a means of communication, even in India and South Africa, and national leaders educated in this country have been known to insist on English interpreters so that they themselves could speak in their own tongue.

Mr. Gatenby is naive when he states that there is such a thing as a neutral English. Almost every word of our language is a microcosm of our national history. He is unfair when he quotes Dr. Holmstrom as stating that half the world's scientific papers are now written in English and ignoring the fact that he also recommended that Esperanto should be used as an intermediary language for scientific purposes. Perhaps your correspondent does not know that last December, Unesco passed a resolution favourable to Esperanto. Section 4 of Resolution 8c/DR/116 reads as follows:

"The General Conference authorizes the Director General to follow the current development in the use of Esperanto in education, science and culture, and to this end to co-operate with the Universal Esperanto Association . . ."

Esperanto is a miracle. Few people nowadays believe in miracles so, unfortunately, the vast majority of so-called educated people decline even to find out the first thing about it. That one young man should be able to create a living language seems such a fantastic claim that it is only to be expected that most people will dismiss it as being utterly impossible. But the seemingly impossible has once again been achieved.

I am the head master of a secondary modern school of over a thousand pupils where Esperanto has been a regular subject of the curriculum for seven years. I know from personal experience that it is the perfect language for international communication of all kinds. I have attended numerous congresses (in seven different countries) where it has been the only language and have used it for organizing our school continental holidays for the past six years.

No-one can honestly criticize it who has not learnt it. To realize its immense possibilities one must have used it. To appreciate its wonder, its beauty and its power one must master it.

Yours, etc.,

NORMAN WILLIAMS,
Head Master.

Egerton Park County School,
Denton, Manchester.

Mr. F. H. Pedley has been appointed Education Officer for Keighley, Yorks.

A Secondary School for 1,200 Girls

Catford County School—the L.C.C.'s new secondary school for 1,200 girls in Lewisham is now in operation. Work on the school began in November, 1952, and is estimated to have cost about £346,000. The estimated cost of the furniture and equipment provided at the school is £40,250. The teaching accommodation includes—in addition to twenty-three normal classrooms—a library, two music practice rooms, a history room, two geography rooms, three gymnasias, four laboratories and preparation rooms, two science lecture rooms, three arts and crafts rooms, four housecraft rooms, a commerce room, a model office, two housecraft flats, two needlecraft rooms and a kiln room for firing pottery.

The school is planned in two main blocks connected by a single-storey link, where the administrative rooms are situated. One block, which is four storeys high, contains all the teaching accommodation and staff rooms. In the other block are the assembly hall, kitchen, changing rooms and gymnasias in single-storey construction on two levels with a mezzanine floor between. The area of the site is just over five acres. Among the features of the new school which are of particular architectural interest are its modern planning and equipment, the special design of the assembly hall to permit its use for varied purposes and the lighting of the hall by cold cathode lighting, the use of curtain wall glazing throughout the whole building and the use of pre-cast plaster partitions and vermiculite ceiling panels and stanchion casings.

The New Pensions Plan for Teachers

Sir David Eccles presided at a meeting at the Ministry of Education last month when the new Government proposals for teachers' superannuation were put to representatives of the local authority and teachers' associations in England, Wales, and Scotland and the London County Council.

In a subsequent statement the Ministry of Education and the Scottish Education Department said: "Although, like the Bill which was dropped in 1954, the new scheme requires from teachers a contribution of 6 per cent. instead of the present 5 per cent., it embodies two new features of great importance to them. The Government will accept liability to provide all (instead of only two-thirds) of the money needed for the new scheme to start without any deficiency, and secondly, the teachers are assured by the new Bill of a stable rate of contribution, even if deficiencies arise again in the future."

"A full discussion took place and it was agreed that the associations should report the Government's proposals to their own members."

The main features of the scheme are that the rate of contribution shall be raised from 10 per cent. to 12 per cent. with effect from April, 1956—6 per cent. to be met by the teachers and 6 per cent. by their employers; the Government shall credit the accounts with the sums required to make the balance in each case equal to the net liability under the revised scheme as at March 31st, 1956; the present interest rate of the account of 3½ per cent. shall be retained; the periodic valuation of the accounts shall be carried out as under the present Acts but at intervals of five years instead of seven; any deficiency revealed by a valuation shall be borne by the employers (with the assistance of the normal exchequer grant) by means of a supplementary percentage contribution which would be revised as necessary, upwards or downwards, at subsequent valuations.

Benefits for teachers to be provided under the new scheme will be the same as those enjoyed by teachers up to now, together with the improved benefits contained in the later clauses of the 1954 Bill.

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Heights and Weights of London Schoolchildren

The results of a county-wide survey of the heights and weights of schoolchildren are contained in a report by Dr. J. A. Scott, the L.C.C.'s Principal School Medical Officer, based on a survey of some 20,000 children attending schools selected at random within the nine health divisions of the County of London.

The report shows that the average heights and weights of all London schoolchildren of all ages from five to fifteen years have increased during the last five years. Between 1949 and 1954, the average height of boys increased by over $\frac{1}{2}$ -inch and their weight by over 3½-lbs.; in the case of girls there have been lesser gains of nearly $\frac{1}{2}$ -inch in height and 2½-lbs. in weight. These figures indicate a greater rate of increase than was shown by the last county-wide survey made in 1949, when it was found that for the ten years from 1938 to 1949 the average height of London schoolchildren had increased by $\frac{1}{2}$ -inch and the average weight by 1½-lbs.

The report states that the constant increases in height and weight observable over many years may not be due to a general increase in stature in succeeding generations but due either in whole or in part to the attainment of the same adult stature at an earlier age. It is also pointed out that while the results for 1954 exceed those for 1949 (and previous years) it does not follow that in the intervening years the excess may not have been greater. Hence the results for 1954 may be the beginnings of a decline. (Evidence of such trends has been observed in other parts of England.)

Comparisons between the sexes in 1954 show, as in earlier years, that boys were on average taller and heavier than girls up to the age of eleven years; the position was reversed for eleven to fourteen and thereafter the boys resumed their lead, first in height and later in weight.

The increases in weight have continued to be in proportion to the increases in height, as in previous years, with perhaps this time a little larger increase in weight as compared with height.

The pronounced differences between the measurements of children in different parts of London observed in earlier years have largely disappeared (for example previous surveys showed children living south of the Thames to be generally taller and heavier than those living north of the river). Possible reasons for the disappearance of these differences are migration, social and economic changes.

The scope of the 1954 survey was extended to obtain data on the relationship of height and weight to the onset of puberty. The age of onset of puberty (as determined by the breaking of the voice in boys and the commencement of menstruation in girls) ranges from 9.9 to 16.6 years for boys and 10.3 to 15.8 for girls; the ages at which half the children are "mature" and half "immature," according to these criteria, being 14.3 years for boys and 12.9 years for girls.

At a meeting of the Teachers' Panel of the Burnham (Main) Committee held on October 21st, it was decided to ask that a meeting of the Burnham Committee be held at an early date to consider an interim salary increase in view of the changes in general economic circumstances since the salary scales in the 1954 Burnham Report were negotiated.

At the last meeting of the Council of the Union of Lancashire and Cheshire Institutes, held in Manchester, Mr. H. R. B. Wood, M.A. (Wallasey) was elected Chairman for the ensuing year, and Dr. J. G. Kellett, M.Sc. (Cheshire) was elected Vice-Chairman.

The Defect of the 1954 Pension Bill

Further reference to the new Pension Scheme for Teachers was made by Sir David Eccles, when speaking to Surrey Teachers. Describing the new scheme as "a fair deal all round," Sir David said the great defect of the abandoned 1954 Bill was that it left undecided who should meet any future deficiencies in the account such as were bound to arise if at any time in the future teachers' salaries were raised.

To secure stability of contributions for the teachers it was essential to relieve them of all responsibility for such deficiencies. They would remember that in the 1954 Bill the Government undertook to meet only two-thirds of the accumulated deficiency as at 31 March, 1954.

In the new scheme the Government did two things of essential importance to the teachers.

(1) the whole of the accumulated deficiency up to 31 March would be carried by the Exchequer. This was not a book-keeping transaction. It meant that over a period the taxpayer would have to find over £200 (m.), an average of something like £750 for every teacher now in service.

(2) All future deficiencies would be borne by the local authorities with the assistance of the normal Exchequer grant.

In return for wiping out the past and giving stability for the future it was essential in the Government's view that the new scheme should start with contributions which fully provided for the expected liabilities as at the date of starting. This called for a 12 per cent. contribution to be divided 6 per cent. and 6 per cent. between the teachers and their employers. He hoped they would agree this was a very fair deal.

Educational Book Display

At the *Sunday Times* National Book Exhibition now being held at the Royal Festival Hall, London, a special feature is a display of schoolbooks which has been arranged by the educational publishers. Although only a small selection of the vast number of educational books available can be shown, those on display have been carefully selected to cover as wide a range as possible.

Mr. E. W. Woodhead, M.A., County Education Officer for Kent, assisted the selection committee in its difficult task of choosing from the wealth of books available.

Some teachers, comparing the array of well produced and attractive books on this stand with those available for their own classes, may feel that many children do not have a fair share. They should take heart, for there is a growing interest in school books and appreciation of their importance. The Minister of Education has expressed himself as concerned at the inadequate supplies of books in schools, and parents generally are becoming increasingly aware that a variety of good books is essential to a good education and are demanding better school libraries and more good textbooks.

In some areas children in schools are fairly well provided for; in others the amount available to be spent on books is altogether inadequate. There are remarkable inequalities between different areas, although the total sums required to bring all schools up to the level of the best are minute in relation to the value to the child.

The Exhibition is open daily until the 28th of this month.

Two new issues of the Commodity Leaflets published by the Imperial Institute are "Plantation Rubber" (No. 7) and "Wool" (No. 21). They are similar in format to those previously issued and describe in a single way the history, production and uses of these two commodities of which the British Commonwealth is an important producer.

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Teachers at Ministry

Representatives of the National Union of Teachers, the Association of Teachers in Technical Institutions and the Joint Committee of the Four Secondary Associations saw representatives of the Minister of Education a few days ago for further discussion on the new superannuation scheme.

There was an exchange of views about the provision for widows, orphans and dependants to be made in the new scheme and a number of other points arising from the scheme were also discussed.

The Minister's representatives undertook to convey the teachers' views to the Minister.

L.S.A. Statement

An announcement by the London Schoolmasters' Association says that the Association:

(a) deplores the fact that the Minister's proposals do not contain provisions for the urgently needed scheme of pensions for the widows, orphans and dependants of schoolmasters; and

(b) re-affirms its opposition to the proposal to increase teachers' superannuation contributions.

School Books to Cost More

The Educational Group of the Publishers' Association have notified Directors of Education of a coming increase in the cost of school books and it is suggested that a minimum increase of 10 per cent. averaged over the total schoolbook purchases, will be essential next year to obtain the same supplies as this year.

The increase in printers' and binders' charges, and the rise in the price of paper, has made it necessary for publishers to review the prices of their books, but while it is anticipated that generally where a publisher holds large stocks of a title no increase may be made until these stocks are exhausted, new books may show an increase of anything up to 25 per cent. over the price at which they would have been published a year ago.

Retirement of Dr. J. E. Smart

Dr. J. E. Smart, O.B.E., borough education officer for Acton (Middlesex), treasurer of the National Association of Divisional Executives in Education, retired at the end of last month after thirty-four years' service in charge of education in Acton. Dr. Smart has had a distinguished and varied career. In the first world war he was awarded the Military Cross and the Croix de Guerre (Belge) and in civil life since then he was the recipient in 1954 from the Italian Government of the Gold Medal of the Award of Merit for his services to Education and in 1949 his name appeared in the Honours List when he was awarded the Order of the British Empire.

Dr. Smart has served on many committees and organizations connected with various phases of educational activity, and has held high office in a number of them, including the presidency of the Montessori Association Internationale.

His many friends will wish him every happiness in his retirement which, however, is not likely to be a time of leisure as with more time available there will no doubt be many requests for his services by the various organizations with which he is connected.

Dr. C. J. Gadd retired last month as keeper of the department of Egyptian and Assyrian Antiquities, British Museum, after thirty-seven years' service. He has been appointed to the chair of Ancient Semetic Languages, London University.

College for Executives

To Open Next Year.

Sundridge Park, near Bromley, Kent, the eighteenth-century mansion designed by John Nash and James Wyatt, will be opened next year as a residential college where industrial executives may study the latest management techniques.

The college, known as Sundridge Park Management Centre, is a non-profit-making concern and has the approval of the Ministry of Education. It has been formed by Mr. E. E. Batten, who has bought the mansion and is financing the undertaking. He is chairman of one of Britain's largest firms of management consultants and is chairman of the college governors.

The director of studies is Mr. J. V. Connolly, formerly Professor of Aircraft Economics and Production at the College of Aeronautics, Cranfield. His deputy is Mr. P. B. R. Gibson, who has been in charge of higher management course for senior R.E.M.E. officers at Arborfield.

B.B.C. Official on Unesco Mission

Mr. W. O. Galbraith, head of the B.B.C. Latin-American Service from 1952 to October, 1955, has been seconded by the B.B.C. to Unesco for an educational broadcasting mission to Israel. Mr. Galbraith will work with the Israeli Broadcasting Service "Kol Israel" in presenting adult education programmes. In recent years, Israel has begun to use education by radio as one way of helping immigrants adapt themselves to their new life.

Mr. Galbraith, who is forty-three, was born in Newcastle-upon-Tyne and educated at the Royal Grammar School there and at King's College, Durham.

Education Officer Visits Germany

Mr. D. R. O. Thomas, chief education officer of The United Steel Companies, Limited, is visiting Germany as a member of a team of leading British educationists who are to study German arrangements for day release education. Places visited by the group include Cologne, Dusseldorf and the Ruhr, Bremen and Hamburg.

At the invitation of the Cultural Attache at the British Embassy, Mr. Thomas while in Germany will examine apprentice training schemes at German steelworks. On his return journey, he will visit Delft University and other centres of research and training in industrial management in Holland.

Mr. Thomas was one of the four members of a sub-committee which produced the recent report on "Training and Education for Management in the Iron and Steel Industry."

Overseas Scholarships

The British Council announce that scholarships awarded by governments, education authorities or universities of sixteen foreign countries for the academic year 1955-56, will enable 110 British students, most of them graduates, to study abroad for periods ranging from two to twelve months. The subjects they will be studying include the language, literature or history of the country concerned, music, art and architecture, and the sciences. The countries are: Austria, Belgium, Brazil, Denmark, Egypt, Finland, France, Germany, Italy, the Netherlands, Norway, Persia, Portugal, Spain, Sweden and Yugoslavia.

Between January, 1951, and May, 1955, work to the value of about £21½ million has been done on capital projects for technical and technological education.—SIR D. ECCLES.



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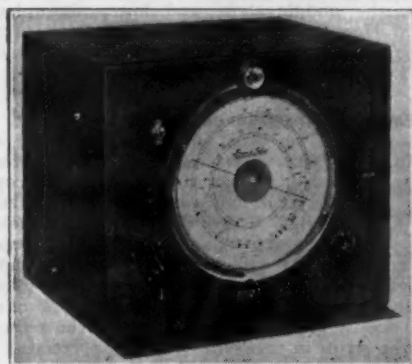


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FILM STRIP REVIEWS

UNICORN HEAD, LIMITED

Coffee.

Sponsored by J. Lyons and Co., Ltd., this is a straight-forward strip in colour presenting the main stages in the cultivation of the coffee bush and the production of coffee for distribution. The setting for the cultivation is the Kiambu district of Kenya. For treatment of the "cherries" after gathering, the modern method of soaking the ripened berries is dealt with in contrast to the older method of drying (cf. Common Ground CGA 617). Frames 19-33 deal in some detail with what happens after the sacks of coffee arrive in England. The diagram of the coffee consumption per head in various countries reveals some interesting facts. A map indicates the chief growing areas. 33 frames.

NATIONAL FILM BOARD OF CANADA FILMSTRIPS (Distributed by Unicorn Head)

C 127—Indian Life.

The story of the Redskin is always fascinating to children and many projects are based upon it in our Primary Schools. This strip gives much more information than the ordinary textbook, for here the tribes are segregated according to their habitat and mode of life. Hence we have the Forest Indians, the Agricultural Indians, the Plains Indians and the Indians of the West Coast and Cordillera; and we can compare the birch-bark lodge of the Objibwas with the skin-covered tipi of the Blackfoot and the long log-house of the Iroquois. A map shows the distribution of Indians in Canada. The strip is well filled with pictures of implements and activities. 47 frames.

C 126—The Earth as a Planet.

This is a reference strip for many lessons. There is no special sequence, but the strip has four sections; The Earth as a ball in space, Formation of Continents and Oceans, Motions of the Earth and Moon, and Geometrical Divisions of the Earth. With so much to consider only brief reference can be made of each subject. Though the longest and shortest days are dealt with there is no picture of the Equinoxes; though a diagram explains the tides, spring tides and neap tides are not illustrated. The strip as a whole is too difficult for Juniors but not detailed enough for Seniors. More amplification would have made this strip into two very useful ones. 41 frames.

C 129—Smaller Land Rodents.

A delightful strip in colour. The artist's drawings are accurate and attractive with pleasing backgrounds. Of a previous strip in this series we have seen the criticism that the backgrounds are unnaturally coloured; surely in artistic representations one is allowed some latitude in presentation to produce a suitable atmosphere, i.e., an accentuation of the blues for coldness and shades of red for warmth. An interesting feature is the insertion of footprints with positions and measurements. The name of each animal is plainly indicated and a few facts about it appear on the frame preceding it, all with backgrounds of various tints. We like the strip and we like to know something about the animals in other parts of the world. 37 frames.

C 118—Preparing Your Child for Medical and Dental Care.

Designed primarily for Adult Schools and Parent Teacher Groups, but equally suitable for nurses, social workers and in colleges. This strip deals with an important subject by

a common sense approach. Thoroughly sound and easily understood, it should serve as an excellent guide to parents and as a deterrent against many conversations likely, unconsciously, to have an adverse effect on children. The child should be encouraged to consider the doctor and the dentist as his friends and the visit for an occasional "check-up" as essential as the maintenance of a car. Some parents will have pricks of conscience at these pictures; others will laugh at their mistakes and strive to rectify them. All will find the pictures entertaining and instructive. 35 frames.

C 109—Safety on the Farm.

"This strip is designed to dramatize the need for safety and prevention of accidents on the farm." And dramatize it does—one of the most farcical presentations we have yet seen. Most likely this would be just the thing to wind up a meeting of the Young Farmers' Association after previous serious discussions. However, through the medium of a mouse visitor to the farm, one may be reminded not to approach an animal from behind, not to throw cigarette ends on the ground, to look out for the bull, to keep away from moving machinery, to keep well-tops and ladder rungs in repair and to avoid trees when there is a thunderstorm about. 43 frames.

COMMON GROUND, LIMITED

CGA 422—Seashore Plants and Animals.

Those who have seen D. P. Wilson's beautiful colour photographs in "The Sea Shore" (Collins: New Naturalist Series) will know just what to expect in this excellent strip; for what Eric Hosking is to bird photography so D. P. Wilson is to the seashore. There is no question that in this lovely strip we have the hall-mark of the specialist; the script is therefore not just a mass of facts which could be culled from encyclopedias, but the unfoldment of years of practical experience which will give the newcomer to seashore biology a sound foundation on which to build. Only rocky shores are dealt with as being most typical of the wide variety of life, and the strip features the higher shore levels, the middle shore and lower shore levels respectively. Here is the opportunity to recall in the classroom the pleasant memories of thrills at the rock pools in this year's glorious summer. 25 frames.

CGA 686—Berbers of the Atlas Mountains.

We have followed Tom Weir on his travels before and liked the trip. This time he has given us a good overall insight into the lives and tradition of a little known people, and one may profitably run this strip with its co-partner "Mountain Life in High Asia," CGA 517. The colour photographs show some fine mountain scenery, the spots selected being among the tallest mountains in the range. There are pictures of the people, their houses and villages, their crops and cattle. Emphasis is on the struggle to eke out an existence by growing scanty crops on the terraced slopes. All the strips in this series will be appreciated by Juniors and Seniors alike. 25 frames.

CGA 685—The Age of Reptiles.

Two interesting diagrams show the order in which animal life evolved and the age of life groups alongside the geological period; a map indicates the state of the earth in Jurassic times. The main portion of the strip concerns Dinosaurs, the stuff that children and not a few adults lap up with relish, though to-day one would not care to meet the Iguanodons or Polacanthus in their previous haunts in southern England and the Isle of Wight. Other reptiles dealt with are the Ichthyosaurs and Pterosaurs. The clear photographs are from reconstructed models or drawings—a most interesting selection. If the teacher or lecturer has difficulty in pronouncing "ichthyostegalian" or is doubtful

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where the accent falls in "struthiomimus" the author has provided an admirable key to pronunciation in the script. 34 frames.

CGA 656—Association Football: Basic Skills.

Two head masters, both Members of the Council of the English Schools' Football Association, have got together to compile this useful strip. As the title shows, the strip is intended primarily for boys who are keen to know the finer points of the game by practising those essential activities and movements and skills such as volleys, ground control, tackling, throwing in, heading, passing, dribbling and shooting. The goal-keeper, too, must know skills peculiar to himself. All these are well explained with the help of fine close-up photographs of boys at play. For the very beginners there is a diagram of the field of play. 35 frames.

EDUCATIONAL PRODUCTIONS, LIMITED

No. 6154—The Ascent of Everest.

If we may use a term so frequently applied to books then this strip must surely be a "best seller." That would be a good thing too, for all Royalties from the sale are being devoted entirely to furthering the work of the Royal Geographical Society. Teachers will certainly be grateful that this outstanding event is available in filmstrip form. The photographic selection and the notes are the work of Wilfrid Noyce. The two maps included are by the Royal Geographical Society; one shows the route from Kathmandu very clearly, the other the route through the Western Cwm to the summit. The forty photographs in colour take us to the various camps, portray the many difficulties encountered, give views of the mountain, Tenzing at the summit and the jubilant return to Camp IV.

No. 6159—The Shepherd's Gift.

This charming strip in colour has arrived in time for Christmas showing. Its outstanding feature is that it is refreshingly new. It is one of the best loved stories of Selma Lagerlof, Nobel Prizewinner for Literature. Fiction it may be, but it certainly captures the spirit and elevates the wonder and beauty of the Christmas Season. It is the simple story of an unkind, unfriendly and surly old shepherd who, through curiosity, follows a stranger to Bethlehem and is moved to repentance and generosity at the sight of the Christ Child. It is a story a grandmother told to her grandchild and it is a story that young children will readily accept. 34 frames.

No. 6163—King David, Part 1. 31 frames.

No. 6164—King David, Part 2. 34 frames.

The position with regard to visual aids for Religious Instruction has considerably improved. There are now many excellent wall pictures available to add interest to stories told. Even so, it is evident that only events of outstanding significance are illustrated by this means. These lovely strips achieve more than this; with their aid we may follow the sequence of a story as it unfolds. Here, for instance we see Nathan before David, the prophet's story of the traveller and the rich man; we see David's anger and Nathan's rebuke; we follow David admitting his sin, his prostration and repentance and his praying to God. The pictures have a style and technique of the highest quality and will command attention from the start. Part 1 commences with David mourning for Saul and Jonathan and concludes with Nathan's denouncement of David; Part 2 continues the story to David's return home after the death of Absalom. All frames have an appropriate Bible reference.

Other strips available in this fine series are: The Story of Exodus, Abraham, Abraham and Isaac, Jacob and Ezekiel, King Saul, Saul and David, King Solomon, and Isaiah. All are in colour.

BOOK NOTES

Communication, The Miracle of Shared Living, by Dora V. Smith. (Macmillan Co., New York, 17s. 6d. net.)

"I think, and therefore I am," may be the fundamental term of a philosophy for the individual; but with thought alone, he remains an individual—cut off from his fellows, and from the past and future. Once thought is shared or recorded, the problem becomes one not of thought only but also of expression, of communication. There must always be some loss—if only in the finer overtones—when thought is transmitted from one mind to another. The task of communication is to see that loss is as small as possible. There are many means of communication, but the medium of words—the spoken and written word—must always remain the primary means. The first essential for efficient communication is that both participants shall mean the same concepts by the words they use. The second is a fluent and accurate command of words. But communication has a more widespread significance than in the mere expression and recording of thought—it is a primary condition for "shared living," for conscious membership of a community, which are the foundations of democracy and of international understanding. In this study of communication the author sets out a programme for teaching the art of communication in American schools. But although intended in the first place to meet conditions peculiar to America, there is much here for the consideration of all curriculum-makers in English.—C.

Teaching Written English, by J. C. Gagg. (Newnes, 7s. 6d. net.)

Mr. Gagg is nothing if not refreshing. The breezy heartiness of his books makes them easy reading, and one feels he must blow into the primary schools of his Border County like a breath of spring. Of course, one does not agree with all his dicta—he would be the last to expect or welcome that—but he has the root of the matter in him. There is a robust commonsense that is convincing—a commonsense that enables him to stand foursquare while the pendulum of fad and fashion swings back and forth before him. In some ways his latest book is a gloss on the relevant sections of the Ministry's recent pamphlet "Language." There is the same insistence on the importance of securing fluency in children's writing, the same emphasis on the value of books and reading. For Mr. Gagg, too, spelling and punctuation, formal grammar and careful handwriting all have their place, but they must be kept to that place and not become an end in themselves. The book is full of practical suggestions for making these necessary techniques do their work unobtrusively. There are many examples, too, of children's work to give the book life and actuality. The average, middle-of-the-road primary school teacher will find himself in agreement with most of what is said.—C.

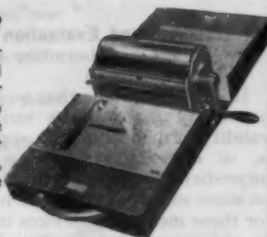
Jean-Paul Chez Lui, by C. S. Elston, M.A., Ph.D. (University of London Press, 2s. 9d. net.)

This is an excellent little reader for the beginner. Although designed to be used with the author's "Fluent French Course" Book One, it has an independent and vigorous personality of its own. The language (particularly in the early chapters) is very simple, yet it is real French. With exceptional skill Dr. Elston has captured the spirit of France and its people, even in his simplest anecdotes. There is a short questionnaire to follow each chapter, and a vocabulary at the end. Modestly priced and attractively produced.—C.

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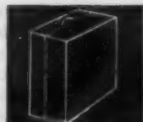


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General Knowledge Questions, by Richard B. Wright. (Oliver and Boyd, 3s. net.)

This is the age of the guessing competition and the quiz. At almost any hour of the day—or night—we can switch on our radio or television to hear panels of competitors earnestly tying each other into knots with clues and posers, with Spelling Bees and Twenty Questions. Perhaps the craze is symptomatic of the age in which we live. The pursuit of learning has degenerated into a search for "general knowledge." This basic confusion of mind is well displayed in the copious and ingenious compilation under review. Half-way through the volume there is a page of quotations in praise of knowledge and those who seek to acquire it. Goethe, Macaulay, Bacon, Johnson—Confucius even, are called in to add their testimony. The young person, for whom the book is presumably intended, may be expected to turn eagerly from such exhortation to the sections headed: What You Know, What You Should Know, and What You Should Find Out. "Here," he may be expected to cry, "there must be hid all those treasures of wisdom and knowledge of which Confucius and the rest have spoken so warmly." And what does he find? "How many loaves in a baker's dozen?" and "Do deer grow new horns every year?" and "What is the difference between flotsam and jetsam?" As one of the participants in "Twenty Questions" would say "It makes you think"!—C.

Plays for the Large Classes, by C. V. Burgess. (University of London Press, 2s. 6d. net.)

This is a further series of short plays designed for use in the classroom so that all the members of the class have an opportunity to take part. The author ingeniously contrives to make the whole classroom his stage. It becomes a circus auditorium, a street, a village hall, the launching site of a space-ship and so on, the less histrionically gifted pupils being given supporting (but all "speaking") parts. The situations are real, the little plots well contrived, and the sense of humour (in the names chosen for character parts, for example) authentic to the appropriate age group. Mr. Burgess has done well to carry further his excellent idea—and there is still room for a third series, if his ingenuity can hold out.—C.

Singing Class Pianist, by Donald Ford. (Joseph Williams, 1s. net.)

In this little work on an important function of piano-playing, a considerable amount of carefully-digested advice is given in a brief compass. The relative importance of words and music, tone gradations, the use of the sustaining pedal, sight-reading, transposition, conducting from the piano and a number of related aspects of the accompanist's work are discussed. A useful little manual.—C.

Training the Backward Child, by Herta Loewy. (Staples, 12s. 6d. net.)

The tragedy of the backward child is one which touches our hearts very readily, but it is only the very few who translate this sympathy into practical action and make the care of backward children their life's work. And of these few there are but a handful who have brought so much thought, imagination and devotion to the task as Herta Loewy. In her earlier volume, *The Retarded Child*—a classic in this field—she recorded her experience and conclusions up to 1952. In this second volume she sets down the fruits of four more years of mature experience gained in her own school where she has been able to apply her methods in her own way and to observe the results. The three main sections of the book cover in careful and practical detail the social, educational and physical training of the child, and in the final sections there are some fascinating case-histories sympathetically recorded. Here

is a book which, with its predecessor, should be in the hands of all parents and teachers of backward children. There runs through it a thread of hope and encouragement which will bring comfort and inspiration to all working in this most exacting field.—C.

Measurement and Evaluation in Psychology and Education, by Robert L. Thorndike and Elizabeth Hagen. (John Wiley and Sons.)

It is a little ironic that now the science of psychometrics has really got into its stride, public confidence in the validity of mental testing appears to be waning. The truth is, of course, that in the desire to place that most unpredictable and unscientific thing, the human brain, on some sort of manageable basis far more has been claimed for these measuring devices in the past than was warranted by the ascertained results. Now their value is being seen in more realistic proportions: they are taking their proper place in the armoury of the educational psychologist. As the authors of this study emphasize, tests lead to inferences rather than absolute conclusions. After outlining the objectives which should govern the construction and evaluation of tests, the book goes on to offer guidance on where to find appropriate tests for specific occasions and how they should be applied. It is a little too comprehensive, perhaps, for teachers in training in this country—American students must have tougher constitutions—but for those wishing to specialize in this work, this survey would form an excellent introduction. The results of recent scholarship and research are incorporated, the field covered is wide and the claims put forward are moderate.—C.

Science of Familiar Things, by N. L. Houslop, B.A. and E. J. Weeks, M.A., Ph.D. (University of London Press.)

The problem facing anyone who plans a course—or a text-book—for beginners in science is to know what to include and where to begin. The authors of this introduction to science and scientific method have taken their starting point from the everyday world of familiar things: water, air, metals, wood, temperature, density, volume, weight are all introduced in turn by reference to natural phenomena within the pupil's own experience. Biology, too, finds a place in this well-constructed course in which art so successfully conceals art. The language is simple and direct, and there is no "writing down" to the young reader. There is a summary at the end of each chapter, but there are no exercises.—C.

Man Must Measure, by Lancelot Hogben, F.R.S. (Rathbone Books, 15s.)

This dynamic account of the story of Mathematics through the ages should equal the success of Professor Hogben's earlier "Mathematics for the Million"—a best-seller in eighteen languages. "Man must Measure" tells in simple language how man learned to count and measure, to build pyramids, grow crops, fight wars, tell the time, navigate ships and understand the world around him. There are 215 paintings, 7 maps, and 75 diagrams in this large book, beautifully printed in full colours. A volume that will appeal and be treasured by any boy or girl receiving it.

Majollika and Company, by Wolf Mankowitz. (Andre Deutsch, 7s. 6d.)

Mr. Mankowitz has hitherto been known as a writer of novels for adults and this is his first essay into children's books, and in this volume he convinces us that he should continue his entertaining writing for children as well as their parents. The story tells of the adventures of Majollika, a golliwog who lives in a wood. Suitable particularly for children up to eight or nine years. The illustrations are by Heather Stranding.

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Teaching Film—A Guide to Classroom Method, by Grace Greiner. (British Film Institute, 2s. 6d.)

This twenty-nine page book is for the teacher film-goer who wishes to foster an appreciation of the Cinema film as a form of art. No teacher would deny that the cinema film has a profound effect upon the child mind; how good it would be to educate the child into the right choice of film. The author would like to see the subject included in the curriculum and a "Film corner" in the classroom. Not all teachers would agree to this, but many must seize an opportunity now and then to recommend an outstanding current film, say a little about it and advise the children to see it. The author speaks with enthusiasm and conviction, and the book is the outcome of wide research and experience. There are sections dealing with the aspects of the subject for Infants, Juniors and Seniors; there are useful statistics in the three appendices. This is not a book for the visual-aid projectionist; it is a book which every teacher should read.

History of Folk Cross Stitch, by Maria and Andreas Foris. English translation by H. E. Kiewe. (Art Needlework Industries, Ltd., 16s. 6d.)

This is a fine collection of 278 cross stitch charts of ancient folk embroideries from countries along the Danube, and will be appreciated not only by students of the history of art, crafts and design, but by all embroideresses. The charts will be found most useful for counted thread embroidery, for tapestry embroidery and tapestry rug designs, and very helpful for working groups and others doing ecclesiastical embroidery. Covering a wide field the designs range from simple elementary work to the most intricate patterns, but withal easy to follow in all stages. The book contains 80 pages in colour and is bound in folk linen cloth.

A. L'Ecole and A la Campagne, by Y. S. Baume. (Fredk. Warne and Co., 3s. 6d. each.)

Two more titles (three and four) in the "Mes Petits Livres Illustres" series of graded French books, designed to teach the rudiments of the French language to children in the way they would learn to speak their mother tongue. Short tests and revisions are provided throughout each book in the form of questions and instructions.

Miss Mary Somerville

Members of the School Broadcasting Council for the United Kingdom were joined after their meeting on 11th November by a number of past members of the Council and of its predecessor, the Central Council for School Broadcasting, when a presentation was made by the Chairman, Sir Charles Morris, to Miss Mary Somerville who is retiring from the B.B.C. at the end of this year. Miss Somerville was the first Director of School Broadcasting and first Secretary of the Central Council for School Broadcasting. She joined the B.B.C. in 1925 as schools assistant to J. C. Stobart, was Director of School Broadcasting from 1929 to 1947 and Secretary of the Council from 1929 until 1935. She has continued to have a very considerable responsibility for school broadcasting since 1947, first as Assistant Controller and later as Controller of Talks Division in the B.B.C.

Among those who were present were two former Chairmen of the Council, Sir Henry Richards, C.B., LL.D., and Sir George Gater, G.C.M.G., K.C.B., D.S.O. A message was read from Lord Percy of Newcastle, who as Lord Eustace Percy was Chairman of the Central Council from 1932 to 1935.

MISCELLANY

Dr. J. Ardley (Southport), has been appointed deputy principal school medical officer under the Coventry County Borough Council.

The new Medical Officer of Health for Stafford is Dr. W. D. H. McFarland, Assistant Medical Officer and School Medical Officer for Leicestershire County Council.

Mr. N. J. Stone, Deputy Children's Officer, Bedfordshire County Council, has been appointed Children's Officer for the East Riding of Yorkshire with effect from December 1st.

"**The School Government Chronicle**," founded in 1871, extends congratulations to its contemporary, *The Local Government Chronicle*, which this month celebrates its centenary of publication.

The annual report of the Liverpool Authority says that the Director of Education has been instructed to prepare a scheme of comprehensive schools for the city to begin in the financial year 1956-57.

Hayes and Harlington Education Committee has agreed to parents transferring their children from one school to another in the district provided they accept responsibility for any resulting educational set-backs.

Dr. J. F. Lockwood, M.A., Ph.D., Master of Birkbeck College, has been elected Vice-Chancellor for the remainder of the university year 1955-56, in succession to Professor H. R. Robinson who has resigned on medical grounds.

The National Association of Schoolmasters, in a statement, say they will continue to resist the proposal to raise superannuation contributions from 5 per cent. to 6 per cent. They say this constitutes a 20 per cent. increase and is tantamount to a cut in salary.

The Minister of Education has approved L.C.C. proposals for the building of primary and secondary schools in 1956-57. The secondary school projects will provide nearly 7,000 new places at an estimated gross cost of £2,145,500, and the primary school projects over 2,000 places at a gross cost of about £376,000.

A new flooring of studded rubber, developed jointly by the Ministry of Education and the Brynmawr Rubber Company, recently taken over by Dunlop, is now being marketed by Semtex, Ltd. The flooring is specially suitable for schools and more than fifty throughout the country have already been laid.

In the Parliamentary debate on National Service, Mr. Selwyn Lloyd, Minister of Defence, announced that the Government had decided to inaugurate from September 1 last a system of education allowances for officers and other ranks serving overseas and those serving at home subject to frequent posting. They would receive £75 a year for each child between eleven and eighteen at a boarding school and £25 for each child between the same ages lodged with parents or guardians in order to ensure continuity in day school education.



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Full particulars of the post may be had from the Children's Officer, 150, Bon-Accord Street, Aberdeen, with whom applications, together with a copy of recent testimonials, and the names of two persons to whom reference may be made, should be lodged on or before 29th November, 1955.

J. C. RENNIE, Town Clerk.

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Forms (S.A.E.) from the Divisional Education Officer, "Springfield Dukes," Springfield Green, Chelmsford.

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Details and forms from Chief Education Officer, County Offices, Chelmsford, (S.A.E.). Closing date 19th November, 1955.

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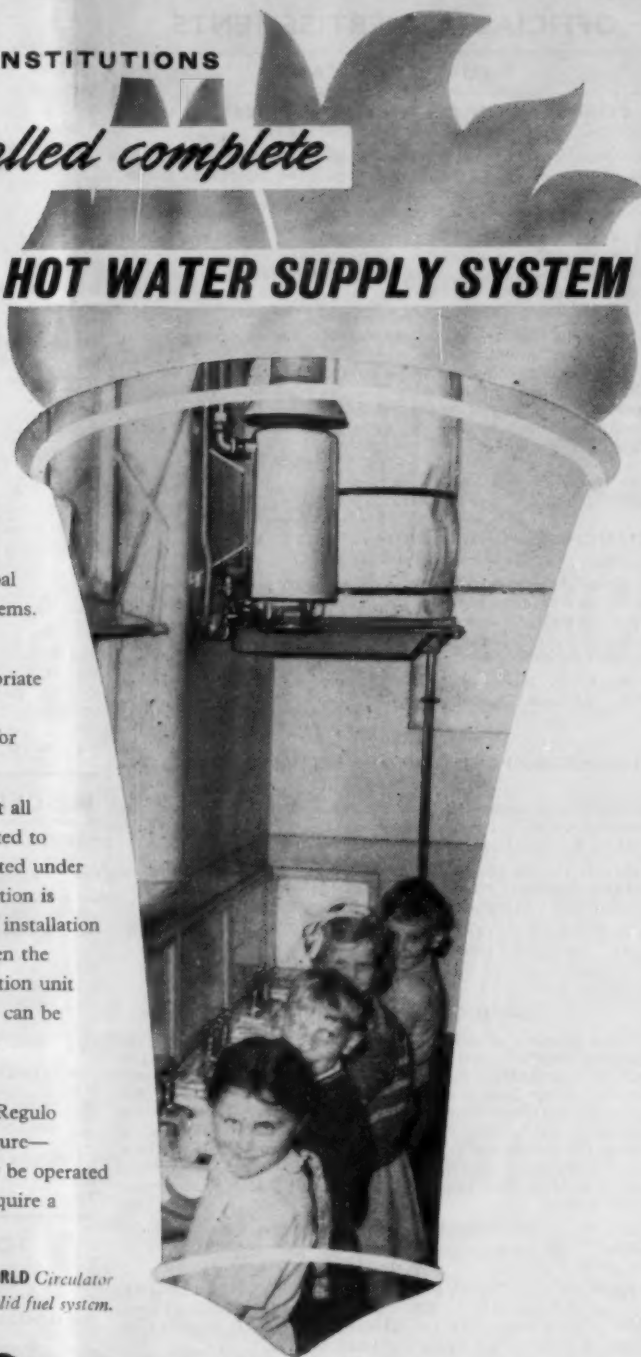
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